

# faith at home

Weekly Resources for Schools

**PHASE: SECONDARY**

## **WHY DO WE BELONG TOGETHER?**



## KEY CONCEPT/MESSAGE:

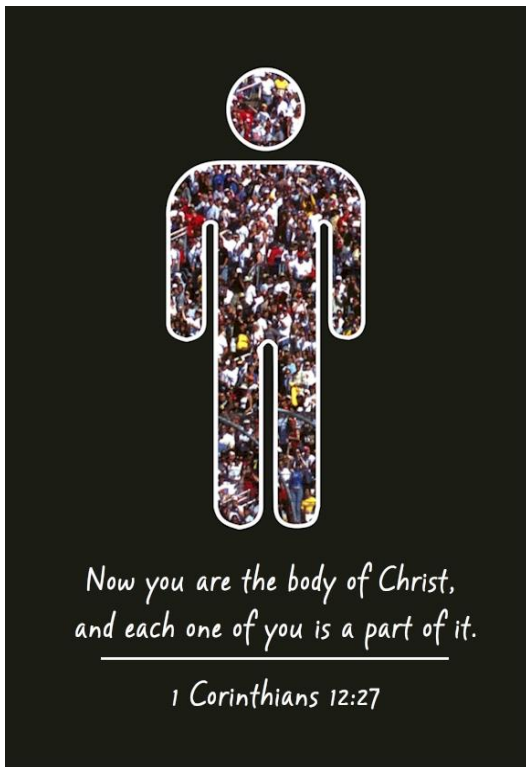
**The English poet John Donne famously wrote the line:**

**'No man is an island, entire of itself; every man is a piece of the continent, a part of the main'.**

**When the world currently feels more distanced than ever – people isolated in their homes, socially distanced, and increasingly meeting virtually instead of physically – maintaining community may be more difficult but is even more important! The bible has much to say about the value, power and beauty of healthy communities but these require hard work, patience and a mind-set towards the 'other' rather than ourselves.**

## BIBLE PASSAGE OF THE WEEK:

**I Corinthians 12:15-27 (NIV): The parts of the body**



Now if the foot should say, "Because I am not a hand, I do not belong to the body," it would not for that reason stop being part of the body. And if the ear should say, "Because I am not an eye, I do not belong to the body," it would not for that reason stop being part of the body. If the whole body were an eye, where would the sense of hearing be? If the whole body were an ear, where would the sense of smell be? But in fact, God has placed the parts in the body, every one of them, just as he wanted them to be. If they were all one part, where would the body be? As it is, there are many parts, but one body.

The eye cannot say to the hand, "I don't need you!" And the head cannot say to the feet, "I don't need you!" On the contrary, those parts of the body that seem to be weaker are indispensable, and the parts that we think are less honourable we treat with special honour. And the parts that are unpresentable are treated with special modesty, while our presentable parts need no special treatment. But God has put the body together, giving greater honour to the parts that lacked it, so that there should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it.

Now you are the body of Christ, and each one of you is a part of it.

## Gathering

Begin by encouraging the class to wave at each other. Ask the class to wave at particular students that would be comfortable with this. How does this make them feel? Why do we wave at people?

### The Wednesday Wave

Take a look at this brilliant national campaign called The Wednesday Wave to support those who are or feel isolated. There are downloadable posters that could be coloured in as a meditative exercise in form time and then given out to friends, relatives and care homes

Find out more: [The Wednesday Wave](#)



## Engagement

Read the passage about of the parts of the body from 1 Corinthians 12:15-27.

Here is one way you could help your students engage with the text: Then split your group up into groups of six

- Narrator (speaking role)
- Foot (speaking role)
- Eye (speaking role)
- Head (speaking role)
- Hands (non-speaking role)
- Feet (non- speaking role)

Print out copies of the bible text and give the group time to highlight their parts. Then read through at least twice as groups, with those on non-speaking roles being included as they are being spoken to but not responding verbally. Get the whole large group back together and ask the Hands and the Feet how they felt about what was said about them.

Draw out of discussion the need for each of the body parts individually, as well as for the corporate benefit and read again verse 26 – 27

*<sup>26</sup> If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it. <sup>27</sup> Now you are the body of Christ, and each one of you is a part of it.*

## Response

Watch this video without explaining the theme or the meaning. [One Body: Many Parts](#) After the video ask your students to reflect individually or corporately upon the meaning. Draw out of discussion the wonder of a diverse community functioning together as one united creation.

## Sending

### Coventry Litany of Reconciliation

ICON (International Cross of Nails) community and work of Coventry Cathedral around the world serves to promote peace and reconciliation. Read about the Coventry Litany of Reconciliation here which serves to inform and challenge people around the importance of community, reconciliation of broken relationships and of the amplification of the voices and rights of the vulnerable in our communities.

<http://www.coventrycathedral.org.uk/ccn/the-coventry-litany-of-reconciliation/>

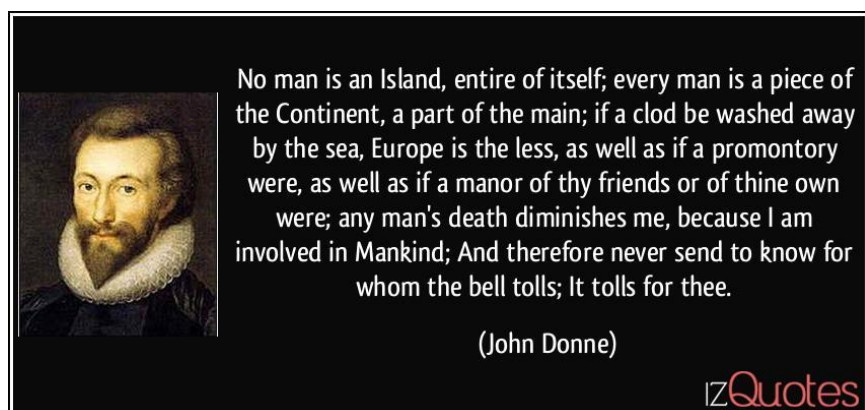
Make the litany into a PowerPoint to use as a one off or regularly to keep healthy community as a school priority. You may need to edit this slightly for the context of your class and school.

PS: If you are not an ICON School, consider joining this!

## SPIRITUAL DEVELOPMENT

*(practical ways to help us explore faith and develop spiritually at home together)*

### EXPERIENCES that can help us ENCOUNTER:



Carefully read through this famous quote written by the 17<sup>th</sup> Century metaphysical poet John Donne.

What point do you think he is trying to make?

What does it say to you?

Watch this video [When I was injured](#)

What must have it been like it was like to have a part of their body not working well and how it impacted the rest of their body and everyday life.

How did other parts of the marine's family 'step up' when he was injured or not functioning?

How does this show that when one-part hurts, the rest of the body is impacted too?

### ACTIVITIES that can develop PRACTICES-HABITS:

#### Examen Prayer

Use the Examen prayer to reflect on being connected together as a community. It has 5 steps, so you might like to count them on your fingers.

1. GIVE THANKS ... for 3 communities that you are part of (for example a family, a scout pack, a tutor group)

- |                 |   |
|-----------------|---|
| 2. ASK FOR HELP | ... to understand your special and unique part to play in your school community                                 |
| 3. REFLECT      | ... on your day as part of the school community. What did you bring to that community and how were you blessed? |
| 4. SAY SORRY    | ... for the times you may have had a poor attitude toward those in the community you do not like or understand  |
| 5. DECIDE       | ... an action you will take tomorrow to uplift the most vulnerable in your community                            |

**CONVERSATIONS which CONNECT COMMUNITIES:**

**My Unique place in the school/tutor group/community family**

Encourage young people to write a sentence which starts:

I bring .....

I'm great at.....

I like.....

Share these with the group to learn about each other and to celebrate the diversity of the body and to shift focus from what we 'get' to what we 'offer'.

**Where do I fit? Activity**

Each small group of 6 students needs pens, pencils and a piece of wallpaper lining paper the length of a student head to toe!

Ask the group to nominate a student to lie on the paper and to draw around their body. Then task the group to write down all over the body the names of the jobs of their family members e.g. 'Shop worker', 'Fireman', 'Receptionist', 'being a Mum', 'Policeman', 'teacher' etc. Give them 2 minutes to write down as many as they can, and then a further minute to draw connecting lines between the jobs that work together e.g. Policeman and fireman.

Finally ask them to write 'Student' to represent themselves, and again draw connecting lines with the professions they may like to join or have current connections with.

Finish by placing all the 'bodies' on the floor to form a circle and look at the incredible network that is formed. Exhort the students to look at the scene and to reflect upon their value and place within all of society.

### **INVITATIONAL**

Everyone is welcome to take part in collective worship, as much or as little as they or their parents and carers are comfortable with. This means we use invitational language and consider carefully our choice of words and songs. Children are invited to pray but are not compelled or expected to do so; they always have a choice. We invite them to pray or reflect in whatever way they would usually as a family, if that is part of their home experience.

### **INCLUSIVE**

Acts of worship need to be inclusive of all. Therefore, we choose topics and ideas that are shared by different faiths and worldviews. When we present Christian teaching, we make it clear that this is 'what Christians believe', saying things like:

'I wonder why this story might be important to Christians?'

'The story today comes from the Bible (the holy book of Christians), which teaches that ...'

Our worship should be accessible for children and young people with a range of different backgrounds, and so we take care that activities do not require expensive resources. We also offer a variety of activities, so that children and young people with differing needs can all find something they can engage with.

### **INSPIRING**

We aim for our acts of worship to inspire those engaging with them. How might it engage their emotions, enabling a sense of peace, comfort, hope or motivation? How might it inspire them into action, into thinking differently and considering their behaviour or actions? How might it inspire them to reflect on their faith or beliefs, and on the faith or beliefs of others?